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FIRST-GRADERS' READINESS TO LEARN AT SCHOOL

The article deals with the problem of school success of a first-grader.

Joining the school is an important stage in a child's life. During this period a child meets new requirements, generates new responsibilities, makes new friends, new relationships with adults. All the above mentioned require certain moral efforts and experience. The problem of psychological readiness to school education is represented in the works of L.Bozhovich and O. Kravtsova. Motivational and volitional components of personality are considered to be the main components of psychological readiness to school. During the first years of school life a person learns how to acquire knowledge. Therefore, the intellect of a child contains the well-formedness of the initial components of training activities, in particular, the ability to identify the learning task and turn it into an individual objective. Educational activity of junior schoolchildren is regulated and maintained by a complex and multi-level system of motives. Wide educational motives should prevail with children entering school. Therefore, psychological readiness for school education is a complex, systemic, diverse formation that combines intellectual, personal and socio-psychological components.

So, school readiness largely depends on the willingness of a child to learn. Therefore, the development of cognitive interests of pre-school children, creating a positive attitude of children to learning can be achieved only by optimal combination of efforts of the children's educational institution and the family.

LITERATURE

1. Выготский Л.С. Мышление и речь /Сборник соч. в 6 томах. – М.: Педагогика, 1984. – 192 с.